



## Year 2 Spelling LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn 1</b>	<b>long á</b> (Y1) 'y' can act as a vowel making the 'a' say its name (ay) /split vowel digraph 'a_e'	<b>long é</b> (Y1) Double ee makes long 'e' sound/split vowel digraph 'e_e'	<b>long í</b> (Y1) 'igh' makes a long 'i' sound/split vowel digraph 'i_e' / 'y' or 'i' can make long 'i' sound	<b>long ó</b> (Y1) 'ow' can make long 'o' sound/split vowel digraph 'o_e'	<b>long ú</b> (Y1) 'ew' makes long 'u' sound/split vowel digraph 'u_e'	<b>Silent k</b> is always followed by n which is always followed by a vowel	<b>Silent g</b> often followed by n which is often followed by vowel
<b>Autumn 2</b>	<b>Silent w</b> often followed by r which is always followed by a vowel	<b>Soft c</b> When c is followed by e, i or y, the c is soft (sounds like s).	<b>Words ending -le</b> Words with short vowel sound, 2 consonants between vowel and 'le'/double consonant / long vowel sound- one consonant before 'le'	<b>Words ending -el</b> el' is less common than 'le' (it is often used after m,n,r,s,v,w)	<b>Words ending -al</b> 'al' is also less common than 'le'. Few nouns end in 'al', many adjectives do	<b>Words ending -il/-ol</b> Not many words end in -il or -ol.	<b>'j' sound- spelt j or g</b> 'j' sound sometimes spelt as g in words before e, i and y
<b>Spring 1</b>	<b>Words ending -dge</b> <b>Words ending -ge</b> 'dge' used for 'j' sound at end of words following short vowel sound	<b>Apostrophes for contractions</b> The apostrophe represents missing letters and not the joining of two words	<b>'y' sounding long 'i' (eye)</b> This is the most common way of making the 'eye' sound at the end of a word	<b>Adding -es to words ending consonant -y</b> The 'y' changes to 'i' before adding -es	<b>'ey' sounding long 'e' (ee)</b> 'ey' makes the 'ee' sound at the end of these nouns		
<b>Spring 2</b>	<b>'a' sounding 'or'</b> 'or' sound before 'l' / 'll' is usually spelt 'a'	<b>'a' sounding 'o' after w or qu</b> Short 'o' sound after a 'w' is usually spelt 'a'. Short 'o' sound after 'qu' is usually spelt 'a'	<b>'o' sounding 'u'</b> 'o' can make the short 'u' sound, often before a 'v', 'n' or 'th'	<b>'ar' sounding 'or'</b> <b>'or' sounding 'er'</b> 'or' sound after a 'w' is usually spelt 'ar' 'er' sound after 'w' is usually spelt 'or'	<b>Homophones/ Near Homophones</b> some words sound the same as another but are spelt differently or have a different meaning		
<b>Summer 1</b>	<b>Suffixes -ed -ing, to words ending consonant y</b> 'y' is changed to 'i' before adding the suffix 'ed'. 'ed' forms the past tense. Keep the 'y' when adding 'ing'. 'ing' forms the present tense.	<b>Suffixes -er, -est to words ending consonant y</b> The 'y' is changed to 'i' before adding the suffix 'er' to form comparative. The 'y' is changed to 'i' before adding the suffix 'est' to form superlative.	<b>Words ending -tion</b> The 'shun' sound in words is most commonly spelt as 'tion'.	<b>Suffixes -er -est words ending consonant e</b> The 'e' is dropped before adding the suffix 'er' 'est' or any vowel suffix. 'er' forms the comparative. 'est' forms the superlative.	<b>Suffixes -ed -ing words ending consonant e</b> The 'e' is dropped before adding the suffix 'ed' 'ing' or any vowel suffix. 'ed' forms the past tense. 'ing' forms present tense.	<b>Suffixes -y to words ending consonant e</b> The 'e' is dropped before adding the suffix 'y' or any vowel suffix.	
<b>Summer 2</b>	<b>Suffixes -ed -ing</b> In one syllable words with a short vowel before one consonant: double the final consonant before adding the suffix 'ed' or 'ing'.	<b>Suffixes -er -est</b> In one syllable words with a short vowel before a final consonant: double the final consonant.	<b>Suffix - ful</b> The suffix 'ful' means 'full of'. It turns a noun into an adjective. Note: the suffix has only one 'l'.	<b>Suffix - less</b> The consonant suffix 'less' means 'without'. It turns a noun into an adjective.	<b>Suffix - ly</b> The suffix 'ly' can just be added to most root words. It turns an adjective into an adverb.	<b>Suffix - ness/-ment 'ness'</b> -turns an adjective into a noun. The suffix 'ment' turns a verb into a noun.	<b>'s' sounding 'z'</b> In some words, the 'z' sound is spelt 's'



## Year 2 Spellings - Autumn 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Spelling pattern</b>	<b>long á</b> 'y' can act as a vowel making the 'a' say its name (ay) /split vowel digraph 'a_e'	<b>long é</b> Double ee makes long 'e' sound/split vowel digraph 'e_e'	<b>long í</b> 'igh' makes a long 'I' sound/split vowel digraph 'i_e'/'y' or 'i' can make long 'i' sound	<b>long ó</b> 'ow' can make long 'o' sound/split vowel digraph 'o_e'	<b>long ú</b> 'ew' makes long 'u' sound/split vowel digraph 'u_e'	<b>Silent k</b> is always followed by n which is always followed by a vowel	<b>Silent g</b> often followed by n which is often followed by vowel
	<i>'When two vowels go out walking, the first one does the talking' (rule for long vowel sounds - 'ai' = long 'a'/'ea' = long 'e'/'ie' = long 'i'/'oa' = long 'o'/'ue' = long 'u')</i>					<b>SF Rule: 5</b>	<b>SF Rule: 5</b>
1	brain	sleep	inside	float	argue	knee	gnome
2	drain	three	while	throat	avenue	know	gnat
3	sail	keep	flight	vote	queue	knock	gnaw
4	lake	beach	fright	chose	flute	knit	gnash
5	came	clean	might	drone	amuse	knot	sign
6	away	these	tried	flow	news	known	design
7	plays	here	dried	below	screw	knife	reign
<b>Common exception words – Year 1/ Year 2</b>							
8	they	me	by	go	you	the	she
9	says	he	my	no	do	said	we
10	today	be	eye	so	to	friend	school

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



## Year 2 Spellings - Autumn 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Spelling pattern</b>	<b>Silent w</b> often followed by r which is always followed by a vowel	<b>Soft c</b> When c is followed by e, i or y, the c is soft (sounds like s).	<b>Words ending -le</b> Words with short vowel sound, two consonants between vowel and 'le'/double consonant /Words with long vowel sound, only one consonant before 'le'	<b>Words ending -el</b> 'el' is less common than 'le' (it is often used after m,n,r,s,v,w)	<b>Words ending -al</b> 'al' is also less common than 'le'. Few nouns end in 'al', many adjectives do	<b>Words ending -il/-ol</b> Not many words end in -il or -ol.	<b>'j' sound- spelt j or g</b> 'j' sound sometimes spelt as g in words before e, i and y
	SF Rule: 6	SF Rule: 4	SF Rule: 7	SF Rule: 8	SF Rule: 9		SF Rule: 1
1	write	race	table	camel	hospital	pupil	jar
2	written	face	fable	tunnel	metal	civil	jacket
3	wrote	space	apple	squirrel	legal	fossil	join
4	wrong	slice	bottle	travel	pedal	evil	gem
5	wrap	price	middle	towel	animal	symbol	giant
6	wrapper	city	little	trowel	capital	petrol	energy
7	wrist	fancy	double	tinsel	local	carol	magic

### Common exception words Year 1/Year 2

8	come	one	his	ask	pull	Christmas (capital letter)	here
9	some	once	has	put	full	money	there
10	love	house	is	push	of	are	where

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## Year 2 Spellings - Spring 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spelling pattern	<b>Words ending -dge</b> <b>-ge</b> 'dge' used for 'j' sound at end of words following short vowel sound	<b>Apostrophes for contractions</b> The apostrophe represents missing letters and not the joining of two words	<b>'y' sounding long 'i' (eye)</b> This is the most common way of making the 'eye' sound at the end of a word	<b>Adding -es to words ending consonant -y</b> The 'y' changes to 'i' before adding -es	<b>'ey' sounding long 'e' (ee)</b> 'ey' makes the 'ee' sound at the end of these nouns	<b>Adding s to words- 'ey' sounding long 'e' (ee)</b> Words ending in -ey, simply add s to for the plural		
	<b>SF Rule: 2</b>	<b>SF Rule: 25</b>	<b>SF Rule: 10</b>	<b>SF Rule: 11</b>	<b>SF Rule: 19</b>	<b>SF Rule: 19</b>		
1	badge	aren't	cry	cries	donkey	donkeys		
2	dodge	can't	fly	flies	monkey	monkeys		
3	hedge	couldn't	dry	dries	chimney	chimneys		
4	bridge	didn't	reply	replies	valley	valleys		
5	fridge	don't	supply	supplies	trolley	trolleys		
6	village	haven't	July	tries	key	keys		
7	change	we'll	why	fries	journey	journeys		
<b>Common exception words Year 2</b>								
	Spellingframe CEW 1	Spellingframe CEW 1	Spellingframe CEW 2	Spellingframe CEW 3	Spellingframe CEW 3	Spellingframe CEW 4		
8	door	find	old					
9	floor	kind	cold	everybody	pretty	eye		
10	poor	mind	gold	even	beautiful	plant		
11	because	children	hold	great	after	should		
12	behind	wild	told	break	father	would		

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## Year 2 Spellings - Spring 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5		
<b>Spelling pattern</b>	<b>'a' sounding 'or'</b> 'or' sound before 'l' / 'll' is usually spelt 'a'	<b>'a' sounding 'o' after w or qu</b> Short 'o' sound after a 'w' is usually spelt 'a' Short 'o' sound after 'qu' is usually spelt 'a'	<b>'o' sounding 'u'</b> 'o' can make the short 'u' sound, often before a 'v', 'n' or 'th'	<b>'ar' sounding 'or' 'or' sounding 'er'</b> 'or' sound after a 'w' is usually spelt 'ar' 'er' sound after 'w' is usually spelt 'or'	<b>Homophones/ Near Homophones</b> some words sound the same as another but are spelt differently or have a different meaning		
	<b>SF Rule:17</b>	<b>SF Rule:20</b>	<b>SF Rule:18</b>	<b>SF Rule: 21/ 22</b>	<b>SF Rule:28</b>		
1	all	wallet	other	word	their		
2	small	wander	brother	worm	there		
3	ball	want	mother	work	they're		
4	walk	wash	another	world	here		
5	talk	watch	smother	worth	hear		
6	stalk	swallow	nothing	war	see		
7	always	squabble	Monday	warm	sea		
8	also	quality	month	towards	bear		
9	almost	quarter	above	ward	bare		
10	although	squash	cover	warn	quite		
11	already	quarrel	glove	onwards	quiet		
<b>Common exception words Year 2</b>							
	<b>Spellingframe CEW 5</b>	<b>Spellingframe CEW 5</b>	<b>Spellingframe CEW 5</b>	<b>Spellingframe CEW 5</b>	<b>Spellingframe CEW 5</b>		
12	who	any	clothes	people	again		
13	whole	many	busy	water	half		

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## Year 2 Spellings - Summer 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Spelling pattern</b>	<b>Suffixes -ed -ing, to words ending consonant y</b> The 'y' is changed to 'i' before adding the suffix 'ed'. 'ed' forms the past tense. Keep the 'y' when adding 'ing'. 'ing' forms the present tense.	<b>Suffixes -er, -est to words ending consonant y</b> The 'y' is changed to 'i' before adding the suffix 'er' to form the comparative (more). The 'y' is changed to 'i' before adding the suffix 'est' to form the superlative (most).	<b>Words ending -tion</b> The 'shun' sound in words is most commonly spelt as 'tion'.	<b>Suffixes -er -est words ending consonant e</b> The 'e' is dropped before adding the suffix 'er' 'est' or any vowel suffix. 'er' forms the comparative. 'est' forms the superlative.	<b>Suffixes -ed -ing words ending consonant e</b> The 'e' is dropped before adding the suffix 'ed' 'ing' or any vowel suffix. 'ed' forms the past tense. 'ing' forms the present tense.	<b>Suffixes -y to words ending consonant e</b> The 'e' is dropped before adding the suffix 'y' or any vowel suffix.	
	<b>SF Rule: 12/13</b>	<b>SF Rule: 12/13</b>	<b>SF Rule: 27</b>	<b>SF Rule: 14</b>	<b>SF Rule: 14</b>	<b>SF Rule: 14</b>	
1	crying	happy	station	brave	wave	shine	
2	trying	happier	motion	braver	waving	shiny	
3	replying	happiest	fiction	bravest	waved	bone	
4	drying	dry	nation	late	hike	bony	
5	supplying	drier	section	later	hiking	noise	
6	cried	driest	infection	latest	hiked	noisy	
7	tried	funny	emotion	nice	smile	mouse	
8	replied	funnier	action	nicer	smiling	mousy	
9	dried	funniest	education	nicest	smiled		
10	supplied		celebration				
<b>Common exception words Year 2</b>							
	<b>Spellingframe CEW 6</b>	<b>Spellingframe CEW 6</b>	<b>Spellingframe CEW 6</b>	<b>Spellingframe CEW 6</b>	<b>Spellingframe CEW 6</b>		
11	path	past	last	fast	child	Mr	
12	bath	pass	grass	class	children	Mrs	

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## Year 2 Spellings - Summer 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Spelling pattern</b>	<b>Suffixes -ed -ing</b> In one syllable words with a short vowel before one consonant: double the final consonant before adding the suffix 'ed' or 'ing'.	<b>Suffixes -er -est</b> In one syllable words with a short vowel before a final consonant: double the final consonant.	<b>Suffix - ful</b> The suffix 'ful' means 'full of'. It turns a noun into an adjective. Note: the suffix has only one 'l'.	<b>Suffix - less</b> The consonant suffix 'less' means 'without'. It turns a noun into an adjective.	<b>Suffix - ly</b> The suffix 'ly' can just be added to most root words. It turns an adjective into an adverb.	<b>Suffix - ness/-ment</b> The suffix 'ness' can be added to most root words. It turns an adjective into a noun. The suffix 'ment' can be added to most root words. It turns a verb into a noun.	<b>'s' sounding 'z'</b> In some words, the 'z' sound is spelt 's'
	<b>SF Rule: 15</b>	<b>SF Rule:16</b>	<b>SF Rule: 24</b>	<b>SF Rule: 24</b>	<b>SF Rule: 24</b>	<b>SF Rule: 24</b>	
1	hum	sad	careful	careless	badly	fitness	use
2	humming	sadder	hopeful	hopeless	sadly	sadness	uses
3	hummed	saddest	helpful	helpless	madly	madness	used
4	drum	mad	useful	useless	gladly	gladness	usual
5	drumming	madder	harmful	harmless	kindly	kindness	unusual
6	drummed	maddest	fearful	fearless	nearly	enjoyment	visa
7	stop	big	painful	painless	coldly	payment	vision
8	stopping	bigger	playful	homeless	slowly	treatment	television
9	stopped	biggest	cheerful	endless	quickly	movement	cousin
	The letter 'x' is not doubled	Consonants after long vowel sounds are not doubled	Drop the y-, add i before -ful	Drop the y-, add i before -less	For words ending in l, make sure you add-ly	For words ending consonant -y, drop the -y add i -ness	Other 's' sounding 'z' words
10	mix	loud	beauty	penny	real	happy	bruise
11	mixing	louder	beautiful	penniless	really	happiness	husband
12	mixed	loudest					

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